

# ESOL Performance Standards

## ESOL V

### READING CRITERIA

- Applies structural analysis to interpret and build vocabulary (e.g., word origins, derivations, root words, prefixes, suffixes)
- Demonstrates knowledge of and appropriately applies idiomatic and colloquial expressions
- Demonstrates comprehension of vocabulary related to the ESOL IV functions, including expressing an opinions about people, places, events and things; giving/responding to feedback; persuading, mediating and negotiating regarding problems and issues; expressing regrets; analyzing point of view
- Recognizes the grammar elements that express the functions and demonstrates command of verbs in the affirmative, negative and interrogative of the past perfect progressive and future perfect progressive tenses; past unreal conditionals (e.g., if..., would have...); gerund and participial forms of adjectives (e.g., *interesting* vs. *interested*; passive voice)
- Reads and comprehends classic and contemporary literature
- Reads and comprehends informational materials such as newspaper articles, editorials and specialized articles; public and policy manuals, research reports, functional and workplace forms (business proposals, workplace standards, legal documents), and a variety of letters (personal, formal business, complaint, inquiry, acceptance)

<b><i>Beginning</i></b>	<b><i>Approaching</i></b>	<b><i>Met</i></b>	<b><i>Exceeds</i></b>
<p>The student occasionally:</p> <ul style="list-style-type: none"> <li>• applies knowledge of word origins, derivations, roots, affixes, synonyms, antonyms and idioms to determine the meaning of words and phrases</li> <li>• makes and supports judgments about text</li> <li>• interprets register and tone of text</li> <li>• identifies author's point of view, opinion, and bias in text</li> </ul>	<p>The student sometimes:</p> <ul style="list-style-type: none"> <li>• applies knowledge of word origins, derivations, roots, affixes, synonyms, antonyms and idioms to determine the meaning of words and phrases</li> <li>• makes and supports judgments about text</li> <li>• interprets register and tone of text</li> <li>• identifies author's point of view, opinion, and bias in text</li> </ul>	<p>The student often :</p> <ul style="list-style-type: none"> <li>• applies knowledge of word origins, derivations, roots, affixes, synonyms, antonyms and idioms to determine the meaning of words and phrases</li> <li>• makes and supports judgments about text</li> <li>• interprets register and tone of text</li> <li>• identifies author's point of view, opinion, and bias in text</li> </ul>	<p>The student consistently:</p> <ul style="list-style-type: none"> <li>• applies knowledge of word origins, derivations, roots, affixes, synonyms, antonyms and idioms to determine the meaning of words and phrases</li> <li>• makes and supports judgments about text</li> <li>• interprets register and tone of text</li> <li>• identifies author's point of view, opinion, and bias in text</li> </ul>

## ESOL Performance Standards ESOL V

### WRITING CRITERIA

- Writes information and persuasive essays that address the Level V grammar and functions of expressing an opinion about people, places, events and things; giving/responding to feedback; persuading, mediating and negotiating regarding problems and issues; expressing regrets; analyzing point of view
- Fills out job and school forms and applications, tax and credit applications, and resumes
- Writes narratives about personal or family situations (e.g., autobiographies, biographies, fantasies, folktales) that employ the Level V functions and grammar
- Writes descriptions about people, places, objects and situations that employ Level V functions and grammar and details about the location, time, and physical attributes

<b><i>Beginning</i></b>	<b><i>Approaching</i></b>	<b><i>Met</i></b>	<b><i>Exceeds</i></b>
<p>The student writes multi-paragraph essays characterized by:</p> <ul style="list-style-type: none"> <li>• some identifiable ideas but little identifiable internal structure or organization</li> <li>• word choice that is accurate but limited</li> <li>• little variation in sentence types and a significant number of awkward or rambling constructions</li> <li>• frequent, significant errors in ESOL V grammar and usage that detract from the meaning</li> </ul>	<p>The student writes multi-paragraph essays characterized by:</p> <ul style="list-style-type: none"> <li>• an easily identifiable purpose and main ideas although they tend to be broad, or simplistic</li> <li>• an organization and structure that is skeletal with some relationship among ideas present</li> <li>• words that are accurate yet lacking in variety</li> <li>• good control over simple sentence structures</li> <li>• repeated weaknesses in ESOL V grammar and usage that do not block meaning but do distract the reader</li> </ul>	<p>The student writes multi-paragraph essays characterized by:</p> <ul style="list-style-type: none"> <li>• clear and focused purpose and main ideas that address a specific topic and contain relevant supporting details</li> <li>• an organizational structure that is strong enough to move the reader through the sentences without too much confusion</li> <li>• words that are specific, accurate, functional and appropriate to audience</li> <li>• logical and effective sentences that flow smoothly</li> <li>• only occasional lapses in correct ESOL V grammar and usage</li> </ul>	<p>The student writes multi-paragraph essays characterized by:</p> <ul style="list-style-type: none"> <li>• clear, focused ideas that hold the reader's attention and include relevant details that enrich the central theme</li> <li>• an organization that is clear, appropriate and enhances the central ideas</li> <li>• vocabulary that is clear, effective, varied, accurate and appropriate to topic</li> <li>• well-constructed and well-organized sentences that vary in structure, length, and beginnings and flow smoothly</li> <li>• strong control of ESOL IV grammar and usage</li> <li>• a strong sense of audience and a voice that is individual and engaging</li> </ul>

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### LISTENING CRITERIA

- Understands and responds to instructions on technical and non-technical tasks of medium to high difficulty in person or by phone (react to sequencing, transitional, and focusing signals)
- Understands and responds to the formality level and other features of the situation (register )
- in social situations, media, and oral presentations including mood, attitudes, feelings
- Understands and responds to jokes and cultural allusions

<b><i>Beginning</i></b>	<b><i>Approaching</i></b>	<b><i>Met</i></b>	<b><i>Exceeds</i></b>
<p>The student:</p> <ul style="list-style-type: none"> <li>• understands conversations with some unfamiliar and technical vocabulary at a normal rate of speech and with a great deal of repetition and rewording</li> <li>• occasionally paraphrases the speaker's purpose and point of view,</li> <li>• occasionally identifies the tone, mood and emotion conveyed in the oral communication</li> <li>• occasionally formulates judgments about the ideas under discussion</li> <li>• occasionally restates and executes multi-step oral instructions and directions</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>• understands conversations with some unfamiliar and technical vocabulary at a normal rate of speech with some repetition and rewording</li> <li>• sometimes paraphrases the speaker's purpose and point of view</li> <li>• sometimes identifies the tone, mood and emotion conveyed in the oral communication</li> <li>• sometimes formulates judgments about the ideas under discussion</li> <li>• sometimes restates and executes multi-step oral instructions and directions</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>• understands conversations with unfamiliar and technical vocabulary at a normal rate of speech with little need for repetition and rewording</li> <li>• often paraphrases the speaker's purpose and point of view</li> <li>• often identifies the tone, mood and emotion conveyed in the oral communication</li> <li>• often formulates judgments about the ideas under discussion</li> <li>• often restates and executes multi-step oral instructions and directions</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>• understands conversations with unfamiliar and technical vocabulary at a normal rate of speech without need for repetition and rewording.</li> <li>• consistently paraphrase the speaker's purpose and point of view</li> <li>• consistently identifies the tone, mood and emotion conveyed in the oral communication</li> <li>• consistently formulates judgments about the ideas under discussion</li> <li>• consistently restates and executes multi-step oral instructions and directions</li> </ul>

## ESOL Performance Standards ESOL V

### SPEAKING CRITERIA

- Knows and uses vocabulary, idioms, and colloquial expressions, and technical jargon to follow and relate stories of general popular interest and information from own life, culture and for field of study or work
- Represents and defends opinions/point of view on events, activities, stories, experiences and general information of personal and popular interest employing ESOL V functions and grammar

<b><i>Beginning</i></b>	<b><i>Approaching</i></b>	<b><i>Met</i></b>	<b><i>Exceeds</i></b>
<p>The student's oral production:</p> <ul style="list-style-type: none"> <li>• uses largely accurate vocabulary that consist of single words or minimal phrases appropriate to the level</li> <li>• exhibits little consistency in pronunciation, stress, inflection, and intonation of familiar words</li> <li>• includes frequent pauses and false starts, impeding understanding</li> <li>• evidences frequent, significant errors in ESOL V grammar and usage that impede understandability</li> </ul>	<p>The student's oral production:</p> <ul style="list-style-type: none"> <li>• uses words, phrases, simple sentences appropriate to the level that are accurate but ordinary and lacking in variety</li> <li>• exhibits some general accuracy in pronunciation, stress, inflection and intonation of many familiar words,</li> <li>• includes pauses and false starts that frequently impede understanding</li> <li>• evidences some weaknesses in ESOL V grammar and usage and that does not block meaning but does distract the listener</li> <li>• evidences some ability to self-correct with prompts</li> <li>• sometimes uses appropriate volume, phrasing, pace and gestures to communicate meaning</li> <li>• is readily understandable for ESOL instructors and other teachers</li> </ul>	<p>The student's oral production:</p> <ul style="list-style-type: none"> <li>• uses words, phrases, simple and complex sentences appropriate to the level that are functional and appropriate to situation and listener</li> <li>• exhibits general accuracy in pronunciation, stress, inflection, and intonation of most familiar words and a few unfamiliar words although accent is detectable</li> <li>• includes occasional pauses and false starts</li> <li>• evidences only occasional lapses in correct ESOL V grammar and usage</li> <li>• evidences the ability to employ circumlocution, "to find another way to say things" in conversations</li> <li>• often uses appropriate volume, phrasing, pace and gestures to communicate meaning</li> <li>• is understandable by native speakers</li> </ul>	<p>The student's oral production:</p> <ul style="list-style-type: none"> <li>• uses words, phrases, simple and complex sentences appropriate to the level that are varied, natural, accurate</li> <li>• exhibits accuracy in pronunciation, stress, inflection, and intonation of most familiar words and some unfamiliar words with little or no accent detectable and general fluency</li> <li>• evidences strong control of ESOL V grammar and usage</li> <li>• evidences skill at circumlocution, "to find another way to say things" in conversations</li> <li>• consistently uses appropriate volume, phrasing, pace and gestures to communicate meaning</li> <li>• is clearly understandable by native English speakers</li> </ul>